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Methodology in the teaching of French in Secondary Schools

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Thesis

METHODOLOGY IN THE TEACHING OF FRENCH IN SECONDARY SCHOOLS

Submitted by

Anna Edith Cohen
(B.S.E., Boston University, 1928)

In partial fulfillment of requirements for the degree of Master of Education

1929

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Methodology in the Teaching of French in Secondary Schools.

Young teachers in the beginning of their preparation for the teaching of French, should obtain a clear conception of the reasons for their undertaking, and thus realize why French should be taught in the American Junior and Senior High School. The aims and purposes are many, and all of them are important in the cultural and practical life of the individual. For example, in the report of the Committee of Twelve in the United States Commission of Education Bulletin, 1897-8, are given three important values in the study of a foreign language: first, that it is important as an introduction to the life and literature of the country studied; second, as a preparation for intellectual pursuits requiring the ability to read the foreign tongue for information; and third, as the foundation of an accomplishment that may become useful in business and travel. By educators in general, the following four values are cited as affording sufficient reason to justify the expenditure of the time and money now given to instruction in this modern foreign language in the high school. They are the (1) commercial or vocational, (2) preparatory, (3) socializing, and (4) cultural values.

Least in importance are the so-called commercial values. These are supposed to be realized by those persons involved in foreign trade. Since the world war, there has been a greater demand for knowledge of a foreign language

in diplomatic service and in commercial work. But the percentage of students who enter this field is so small that this value is not considered as being of much importance. A second reason for the study of French in secondary schools is to fulfill the entrance requirement of many colleges which demand at least a fair reading knowledge of a foreign language.

It is the duty of the public school to foster a national and international spirit of cooperation in the pupils, and the study of a foreign language is an excellent medium through which one can acquaint the pupils with the ideals, civilizations and literatures of foreign lands, and develop a tolerant, sympathetic interest in their peoples and their customs, as well as a vision that extends beyond one's own country and language. In the mastery of the language of a people, one gets something of the mind or mental attitude of the people. He acquires something of their national point of view. *The English speaking boy or girl of the New World may consider a knowledge of the French language as an important political-social asset. "Mastery of the mother tongue makes one a member of his tribe or nation: mastery of foreign languages makes one a citizen of the world."

**It is quite evident that an enthusiastic effort to master the study of a foreign language will increase one's language sense, which is cultural in its effect.

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* "The Teaching of High School Subjects," William A. Millis Chapter VII.

**"Methods With Adolescents" Ralph W. Pringle, Chapter XVI

Goethe has said, "He who knows no foreign tongues does not understand his own." In studies that have been made, it is shown that the pursuit of any foreign language tends to increase one's abilities in the vernacular. In the case of French, we should expect much correlation with English because of the large number of common elements. Out of ten thousand English words occurring most frequently in the selected reading material examined, the Thorndike Word Book shows that forty-one percent of these came into our language directly from the French. The study of French naturally expands one's knowledge of the simpler general principles of language structure. Correct use of English demands that one somehow come to have a feeling for correct structure, and many believe that this general language sense can be acquired better by pupils as they struggle with the structure of a foreign language, the theory being that they must know something of another language in order to understand and appreciate the refinements of English speech.

* The study of French is also an important aid in inducing good habits of thinking for all. It's study yields a better comprehension of a power to use English Grammar including syntax, and it materially increases the student's knowledge of English grammar, even though it only slightly increases his ability to use English correctly. As an auxiliary study French possesses values in aiding pupils to derive a greater command of the principles and forms of the

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*"Methods of Teaching Modern Languages" Charles Hart Handschin.

English language and of any other foreign language that may be studied.

*It has been agreed that no other type of study requires the same degree of controlled attention. "Daily exercise of a voluntary control of the mind secures a degree of self-control almost Spartan." A teacher of French who is able to secure such a display of steady and devoted application is performing a cardinal service in discipline, and in the fixation of a valuable mental habit. Thus, on the esthetic and the cultural sides, French claims values which are not greatly different from those claimed by Latin and Greek, although these disciplines are realized in a somewhat less degree since in the pursuit of a modern foreign language like French there is not such a great demand on the pupil for prolonged concentration, critical analysis, and precision of expression.

In its report, the Committee of Twelve is of the opinion that the best course of study for the Secondary School will always provide instruction in at least one modern language. It also states, that the "Educational arrangement must be made for the many and human tastes, needs, and aptitudes." For the boy or girl who must select a course of study long before he or she can know just what special attainment will be the most useful in life, it is enough to be assured that the discipline and culture derived from the study of any foreign language, whether ancient or modern will certainly prove valuable.

*The Teaching of High School Subjects" William A. Millis
Chapter VII.

The Specific aims in the teaching of French in the Junior and Senior High Schools as given in the bulletin issued by the Massachusetts Department of Education are as follows:

1. To gain in a reasonable degree the ability to understand, read, write, and even speak very simple French, including a fair degree of accuracy in pronuncation.
2. To become acquainted with the most important facts of the geography, history, and life of the French people.
3. To secure a basic knowledge of the subject matter that will enable the student to continue with ease the work in the senior high school.
4. To develop thoroughness, accuracy, concentration, and generally good habits of work.
5. To acquire the power to analyze, to think logically and discriminatingly.
6. To help in the learning of other subjects by applying to them the principles acquired in the study of the foreign languages.

Many expert teachers of modern languages assert that the best time to begin the study of a language is during the adolescent years of the child, a time when the mind is receptive, plastic and not self-conscious; when the vocal organs are flexible enough to reproduce new sounds, and the ear is keen enough to perceive them. "A foreign language is chiefly a habit-forming subject rather than a

fact subject. The plastic mind of the child of twelve, thirteen or fourteen years of age is most easily and lastingly molded and shaped in the thought habits of a foreign tongue. It seems to follow, then, that if a foreign language is begun in the Junior High School under properly adapted instruction, that language may much more certainly be made a part of the pupil's mental habit and mental life."*

In the syllabus, "A Course of Study in French" issued by the Massachusetts Board of Education and prepared by a committee of competent directors and instructors of foreign languages, it is stated that French should be begun in the seventh grade and continued throughout the course, since youth is the time of interest in new things, and when the play element contributes so much towards enabling a pupil to grasp a spoken language.

This committee also states that the work accomplished in the seventh and eighth grades should equal that accomplished during the first year in the senior high school by students who have begun their study of French in the senior high school. The ninth grade work in the junior high school should be equivalent to second year work in the senior high school. Only pupils who demonstrate an aptitude for language study should be allowed to take French in the seventh grade.

During the nineteenth century, the teaching of French began to occupy a prominent place in our high school program of studies. When the percentage of pupils enrolled in Latin began to decrease at the beginning of the present

*"Spanish In The High Schools" Lawrence A. Wilkins, Page 3.

century, there was a corresponding increase in the percentage of pupils enrolled in the modern languages, French increasing about five percent. The great decrease in the study of German during the war coupled with the falling of in Latin seems to be the cause for the greater increase in French and Spanish. "Careful estimates show that during the year 1921-1922 the percentage of enrollment in French was 15.5 in the public senior high schools, and 32.5 in private schools for the same years. The study of French is increasing in the seventh and eighth grades: in 1923-1924, the aggregate for French was 18,600. In 1922-1923, 53.4 per cent of the senior high schools of the country offered French. These figures indicate that there is a large number of teachers and prospective teachers interested in the problems involved in teaching the modern languages and that there is a large number of pupils whose educational welfare depends upon the success of these teachers." *

These statistics make it obvious that high school officials as well as pupils and parents look upon the study of French as an important educational instrument. However, very few now assert that the study of a foreign language is essential to a high school education, although one might maintain that a knowledge of one or more of the foreign languages is an important factor in the education of certain individuals. It is because such individuals are enrolled in the high schools and because of the many educational values that grow out of enthusiastic efforts to learn a foreign language, that the schools should retain these languages as electives. *

* Methods with Adolescents- Ralph W. Pringle Chapter XVI

The preparation of the secondary school teacher of French should include no less than four years beyond the high school and should, wherever possible, include at least a year of post graduate university training. Not every student should be encouraged to become a teacher of modern languages. In order to become a modern language teacher of superior merit there must be not only unselfish idealism and pedagogical bent, but also linguistic ability. It is desirable that the candidate shall have begun his training in this subject early, unless the candidate has marked linguistic ability and is willing to pursue the most rigorous and long-continued course in training, since the first and most obvious requirement of a teacher is that he know his subject. *

The teacher of French should possess:

1. an adequate knowledge of the principles of pronunciation and an acquaintance with phonetic symbols, not necessarily for use in the classroom, but rather for his own guidance;

2. a standard pronunciation when speaking or reading, a pronunciation and accentuation of words and phrases that may be understood without difficulty by a French person and will not be offensive to his ear;

3. an accurate knowledge of grammatical rules, principles, and constructions;

4. a good knowledge of vocabulary;

5. some facility of oral and written expression in French;

*Methods of Teaching Modern Languages-Chas. Hart Handschin

6. the habit of using good English;

7. some acquaintance with and sympathetic understanding of the life, customs, literature, and history of France.*

**Recently, there has been considerable discussion on the subject of foreign-born teachers of modern languages. The present opinion is not in favor of employing foreigners. At a meeting of the Association of Modern Language Teachers, this question was discussed, and as a result, it was agreed that foreigners should teach only in temporary positions as assistants, teachers of conversation, or lecturers, but permanent positions should be held by Americans, or by foreign-born teachers who possess American training. In France, Germany, and England this is also the policy, for foreign-born teachers are not employed there in the public secondary schools and very few if any in the universities.

The question has often arisen as to how many languages a teacher should teach. In Europe where this question has been given deep consideration, it is the expert opinion of educators that one foreign language is all that a modern-language teacher should teach. If two subjects must be taught, it is far better to teach another branch along with one foreign language. The reasons for this arrangement are:

1. No young teacher can teach two foreign languages satisfactorily;
2. Experienced teachers are worn out in their efforts to follow the events of two foreign civilizations. and also by the rather monotonous character of the elementary work to be done in two languages.

*Mass. Bulletin of Dept. of Education-Course of Study In French.
**Methods of Teaching Modern Languages-Handschin

The teacher's improvement while in service should be kept up very zealously. Her first great agency is her private reading and study. She should also attend summer schools where graduate study for teachers is offered, associate with other teachers who are able to converse in French, or correspond with Frenchmen in French, purchase books containing courses for self-instruction, and a victrola with records in the foreign language or language-phone records for private study.

Every college graduate should be able to carry on his private studying with good results. He should purchase the books containing the fundamentals of the science of teaching, and use the libraries from which to borrow books on literature. He should read widely and observe keenly so that he will not only discipline the minds and bodies of his students, but will also inspire them for higher ideals. He may also be able to help in furthering the technique of teaching, thus making the work more efficient.

Just as soon as he is able to arrange it, a teacher of French should pursue study abroad. Teachers' associations have maintained that such foreign residence and study abroad are necessary if a teacher is to grow professionally.

The aim of the teacher of French in the United States should be to effect that thorough mental discipline which is imparted by a study of grammar, idiom, and syntax; and to develop a ready and accurate facility of ear, tongue, and eye so as to make progress in the present and future use of the French language. Students should be so trained that they may be able to apply their knowledge of French with self-confidence, and thus be able to meet the demands

that may be made upon their knowledge of French.

If such is the aim, we should employ the best method to bring about these results. This method is one that appeals constantly to all the senses involved in learning a language, and which utilizes a variety of procedures in teaching. "It should train the pupil's eye in reading and writing French; his ear in hearing others read and speak French; his tongue and other vocal organs by practical phonetics and by causing him to speak French; his motor nerves and muscles by causing him to give instant response to commands in French that require immediate action and to write sentence and paragraph units in French." * Eventually the mind can be trained to react to French stimuli, and to send out over the motor nerves those commands and reflex actions that will result in expression in French, in writing or in speech. Thus is created the ability to think and act and feel in French. Every appeal must be made to the complex and impressionable mind of the young person, so that the use of French in the various modes will become a part of his mental life and he will have acquired a basis for any future use of it. This training is a long process which involves much persistency. "The stimuli must be presented again and again unwearyingly; reactions must be directed, checked up, and repeated unceasingly." *

This practice of the principle of varied sense-appeal demands originality, resourcefulness, and ability to improvise on the part of the teacher. Following the path of least resistance by doing things in the same old way must be avoided. There must be an abandonment of ruts, and new

*Spanish in the High Schools- Lawrence A. Wilkins

highways laid out in their places; highways whose trails lead to definite points. Good judgment must be utilized in the preparation and plan in making a path of progress. There must also be originality or resourcefulness as well as enthusiasm and forcefulness exercised by the teacher in bringing about these ideals.

The name given to the method that aims to train the pupils as outlined above, that is by utilizing the various senses involved in learning a language, is called the "Eclectic Method." It takes good things wherever they are found, whether they are those belonging to the direct method, grammar method or one whose aim is only to train one to read a foreign language. The eclectic method insists upon much oral work in the classes of young beginners, since the ear and the tongue should doubtless be trained more than the eye. However, it does not advocate the exaggeration of the importance of oral practice in the Junior or Senior High Schools. In the teaching of grammar, the inductive processes often are used, which make the best impression on the young mind. A child's acceptance of a fact will be more complete and vital if he discovers the fact for himself through this inductive process. Whenever it is deemed a better procedure and more effective than a round-about inductive method, the deductive presentation of grammar is employed. There are times when a pupil accepts facts as he finds them, and he does not usually reason from the particular to the general. Likewise, formal or set translation, although rejected by some educators, has its due place, although beyond a doubt it should occupy a minor place in teaching, and then only late in the course in French. In short, as President G. Stanley Hall has said:

"The ideal for the teacher to strive towards is to know all methods well enough to be able to use the best elements of them all by turns, but to resist extremists who insist that there is only one best way, and who would tie them down to any inexorable and inclusive method, although an enthusiast in any does often accomplish marvels." An article appearing in the bulletin of the New England Modern Language Association in May 1916, page 42, and written by Professor Bagster-Collins states that "Some of us are too prone to believe that we have at last struck upon the right way of teaching modern languages, but another generation may think differently." Bovée maintains that a modern language should be taught with a smile and often times in a spirit of half jest." He believes that happy minds furnish the favorable conditions for interest. As far as possible, the teaching of French or any other foreign language should be kept on the play level.

*The three elements of most importance that determine the methods to be used in teaching a language seem to be:

1. the ideals, national and local, that prevail, marking the general trend of education;
2. the characteristics of the individual teacher; and
3. the type of pupil.

When a nation has a great foreign commerce and also a close intercourse with several nations of different tongues, there is apt to be a national point of view in the learning and teaching of languages much different from the viewpoint in another nation that is economically self-sufficient and very slightly interested in international affairs. Also, a teacher of vivacious personality may be very successful with a certain method whereas an unassertive, mild-mannered teacher

*Spanish In the High Schools-Lawrence A. Wilkins

may make a failure of that same method. "The personality, training, physique, and philosophy of life of the teacher are rare elements inevitably affecting the success of the method used." In short, the method of presentation, the manner of the teacher, and the general atmosphere of the classroom are concerned in language teaching. The type of pupils also plays an important part in the choice of method. Students in a commercial high school usually require different material and method of presentation than do their more able brothers in academic or college preparatory courses. The marked variability in ability of students may be due to differences in age, mental capacity, previous preparation, temperament, life plans and so forth, and it is for these reasons that it seems inadvisable to proclaim that any one method yet devised is the best method to be pursued in every case.

It can then safely be said, that the successful teacher of French is one who realizes that language is a habit rather than a fact subject, and that appeal must be made to all the learning processes in a most psychological manner. He also knows that local conditions require special treatment, and in order to understand these local needs it is necessary for him to analyze the strong and weak points of himself as well as his pupils. After a careful analysis he is then in an excellent position to evolve his own method which he will apply with enthusiasm, resourcefulness, and good judgment. This is the eclectic or selective method, applied to accomplish the aim stated above.

The Massachusetts course of study in French states that "there are certain factors in the organization of a school, such as size of classes, number of recitations a week

and length of each recitation, which must modify methods of teaching. For example, oral practice, a very necessary feature which is considered practicable with a class of not more than twenty-five, becomes difficult with larger numbers, but classes of fifteen or twenty pupils make a still more ideal condition. If the program includes five recitations each week better results can be obtained.

The classroom or rooms in which French is taught should if possible be set aside for this one purpose. The French room should reflect French atmosphere. The walls, blackboards and teacher's desk should speak of France. Labels in French for objects in the classroom, proverbs in French printed and posted about the room, the French flag as well as the American flag hung in the room, maps, charts, calendars, framed pictures, colored plates and posters for wall decoration will help to provide the fitting atmosphere. On the table or on the teacher's desk should be found French magazines and newspapers which pupils may be at liberty to use out of class and even take home. The doors may be marked "entrée" and"sortie."

* In order to create the most favorable conditions for the learning of a foreign language which requires a large amount of drill, oral practice and expression, and attention to the individual pupil, it is necessary to have much smaller classes than teachers have been permitted to have in the past. School boards should take steps to definitely limit the size of modern language classes to a maximum of twenty-five, particularly for beginning classes, where it is most vital that the proper conditions prevail in every respect. Some modern language authorities set twenty as the maximum number

*Spanish in the High School-Lawrence A. Wilkins

that should be assigned to a French class. There are very few teachers of French who can secure the best results if they have been assigned more than twenty-five pupils.

In the Junior High School, it is not advisable to extend the class period longer than thirty-five or forty minutes. The interest of young pupils seldom is alert for a longer time, even though a teacher may be very resourceful. In the Senior High School it has been found that periods of from forty to forty-five minutes of actual work are most suitable for classes in languages as well as in other subjects.

Supervised study is playing an active part in the class procedures of many class rooms, and it has made great strides in the modern language field, where theory and practice must be closely correlated. In many Junior High Schools the supervised study period is a part of the regular class period. However, in some high schools an arrangement is in effect in which a recitation period of forty-five minutes is immediately followed by a study period of forty-five minutes, which is under the direct supervision of the recitation teacher, and which also has an intermission between this and the preceding period. In the first period, that is the recitation period, the teacher obtains from the pupils individually and in concert the reactions to the drills and various principles studied. She works up to a high pitch the interest, participation and enthusiasm of all, and in this way secures group power as well as individual power. At the end of the period a definite piece of work has been accomplished, which had been prepared in the supervised study period of the previous day. The next step is a brief intermission.

In the second period the teacher teaches the new lesson. Both teacher and pupils attack together something new for the first time. The teacher develops the new material using French as much as possible. By employing the inductive processes, by using clear explanation, and by relating the new to the old material, she leads to an understanding of the new material.

In preparing for a reading lesson the teacher and then the pupils read aloud the advance lesson for the sake of pronunciation and ear training. The teacher helps the pupils in working out the meanings of difficult passages, explains the meanings of new words giving their genders where necessary, their various synonyms and antonyms and so forth. A part of this study period, possibly half, is then used by the pupils to complete the written work assigned, while the teacher is free to give individual attention to those needing it.

This directed study is an important time saver for the student in the processes of learning. This procedure lessens the possibility of erroneous ideas becoming fixed in the minds of the pupils when they study wrongly at home. Directed or supervised study gives expert help where it is most needed and at a time when the questions arise in the minds of the students, and for this reason the supervised study plan is regarded as the most economical and helpful means of assisting pupils to acquire the necessary skill and habits.

In the supervised study hours, the teacher of modern languages can do much toward adapting work to suit the individual differences of pupils. This is a vital movement in our present-day education which is receiving attention

from almost every progressive educator, who claims that the present-day system of home study and also the school study hall system is the cause of the prevailing high percentage of repeaters and failures. The teacher is the only person able to give the proper kind of help, and for this reason it is more profitable to organize the supervised study hour so that the children may receive this aid from the teacher in the schoolroom where conditions are most favorable to study.

*In the preparation of a lesson, a teacher must always keep before her the goal or aim of the particular lesson. Every step taken in the class period should lead definitely to this goal, and it is the teacher's duty to see that her material is so planned as to make the attainment of this end possible. This calls for a well-organized lesson plan. The tools to be used for the work during this hour should also be ready for use. These include paper, chalk, erasers, charts, and other objective material as well as pictures and maps.

Unless the French classes are organized on the double period plan, consisting of recitation and supervised study being directed by the recitation teacher, it is a good plan to devote the first part of the hour to work on the assignment for the following day. This procedure is looked upon quite favorably by teachers, because it gives them ample time in which to explain the new lesson, to answer all questions that may arise pertaining to the advance assignment, and to be assured that it is definitely understood by all just what the new lesson is, and that everything is clear to them.

*Spanish in the High Schools--Lawrence A. Wilkins.

It may be dictated in French, one pupil writing the assignment on the board, or the teacher may have it written there before the class enters the room. However, if ample time is allowed at the latter part of the hour, the new assignment can be dictated and explained at this time.

In addition to seeing that the assignment is definitely and clearly understood, the teacher must also foresee any difficulties that may arise in the minds of the pupils. She must analyze them and show the class how to overcome them, and she must suggest devices to aid them in mastering various points; in general, she must show the pupils how to study the new lesson.

After the class has been prepared in the work of the next session, the regular work of the day follows. At this time, the teacher tests the preparation of the pupils for correctness and thoroughness, and their ability to apply all the material. However, the chief function of the teacher during this portion of the period is to drill. Participation and ready cooperation by all the pupils should be insisted upon. The activity of the pupil should tend to be greater than that of the teacher. This may be brought about in many ways through the skill and technique of the teachers, who should use French in all the ordinary situations that arise in the classroom and who will require that the students use French likewise; put her questions to the class as a whole and then select the individual to answer; insist upon getting answers in complete sentences and in a clear manner so that the other members of the class may profit by the contribution; permit no interruption of the pupil who is reciting by others who may be eager to make suggestions; give much opportunity for practice in oral French; call upon

every pupil at least once during each lesson; assign board work for review, testing or drill while those remaining at the seats are doing the same work on scrap paper; have papers given out or collected by monitors, giving all pupils an opportunity to perform this duty; call upon other pupils for correction of board and oral work; give due acknowledgement of approval for good work; have much concert work, consisting of drill in forms, memory work, reading aloud, and so forth; refer to maps, charts and other objects to reenforce and motivate points of the lesson. It is well to close the recitation with a brief summary, preferably in French, of the work just accomplished. This may be developed through questions to a member of the class or to a group and may then be repeated by various pupils.*

** Nearly all who discuss the pedagogy of modern languages, as well as those who teach them, either claim or assume that the primary objective in teaching a modern foreign language is precisely the same as that in teaching the colloquial speech; namely, to make our pupils skillful in the oral and written use of the foreign tongue, and to give them some knowledge and appreciation of the literature of that tongue. Thus, the object in learning French is the ability to read, write and speak French effectively. There are five elements of ability involved in the acquiring of facility in the use of a language; 1. thinking in the language, 2. hearing in the language, 3. speaking it, 4. reading it, 5. writing the language.

* Spanish in the High Schools-Lawrence A. Wilkins

** The Teaching of High School Subjects-Wm. A. Millis

Although the conditions which effect the method of reaching the objective in English teaching differ from those involved in teaching a foreign language, the objectives are the same. It is the differences of starting point, maturity of the learner, time allotment, apperceptive material, and other similar conditions that are responsible for the difference of method, rather than the difference of objective. The aim of the English student who takes up French is to become able to hear, speak, read and write French, and to acquire information and communicate his ideas in that language, just as he has learned to do by means of his knowledge of English. That is, the aim in teaching a foreign language is to make it colloquial, and if the instructor recognizes this as the real aim, it is certain that such instruction will be made very effective. The practical, cultural and disciplinary values discussed in the preceding section will be realized in accomplishing this aim, and cannot be effected in any other way. If a foreign language is not taught for this purpose, there does not seem to be any other good reason for teaching it at all.

There are some who maintain that the acquisition of a literary content is a primary objective. This may be so in advanced work only, but does not apply to secondary schools, nor in the first two or three years of college. The national literature and history are of secondary importance in the elementary courses, although all reading material should be drawn as far as possible from standard literature, just as one finds in school readers in English that the material has been taken from literary masterpieces.

There are three steps involved in the learning of any language; 1) learning the vocabulary, 2) learning to form words into sentences and to understand sentences addressed to the learner, 3) acquiring those abilities necessary for engaging in conversation in the foreign tongue. This last step, however, cannot be attained until the pupils are advanced in the study of the foreign language.

Learning a language consists chiefly in learning its vocabulary. It is therefore the problem of the teacher to see that the pupils learn a good working vocabulary in the shortest time possible, a vocabulary that will serve as a good foundation for the conversation that is to be developed as soon as a sufficient vocabulary is acquired.

"To learn a word consists of fixing in the memory an association-complex which involves 1. the Idea; 2. the Heard word; 3. the Uttered word; 4. the Seen word; 5. the Written word. These five elements are involved in the acquisition of the new foreign word. Each element should be introduced into the association as nearly simultaneously as possible, and each should receive equal emphasis. The incorporation of the "heard word" in the association-complex supplies the basis of the power to get the meaning of discourse addressed to the ear. In like manner the "uttered word" forms the basis of speech; the "seen word" the basis of reading; and the "written word" the basis of writing." All four of the form elements should be included in the association-complex in the early stages of language teaching in the secondary schools.

*The Teaching of High School Subjects-William A. Millis

In order to form an association of ideas it is necessary to bring the ideas together repeatedly in the same state of consciousness, until the pathway to the brain is firmly established. The strength of this association is dependent upon the amount of attention with which the first presentation is received and the amount and frequency of repetition of the experience. The form of word-learning is: Idea plus Heard word plus Spoken Word plus Seen word plus Written word, accompanied by enthusiasm and undivided attention, and then the repetition of this experience with vigor and frequency so as to permanently fix the association as a habit of mind. The teacher may employ many different devices to arouse the necessary enthusiasm in her pupils, and may carry over into the secondary school primary school devices, since the psychology of a primary reading lesson and the high school lesson in French are the same. Therefore, the method of teaching may be the same.

Since learning a language is a habit-formation, and repetition is the key to habit-formation, a teacher must drill endlessly in aiding her pupils to master a working vocabulary. The number of repetitions necessary in the acquisition of a new word in French may be compared to the number of repetitions which are required of a young child when he learns a new word in his native tongue. Although a secondary school student learns quicker and memorizes quicker than a small child, nevertheless he requires constant drill and repetition before the new French word or phrase permanently becomes his own.

The second step in language learning is the mastery of its grammar. The best practice is to introduce the facts of grammar as they are needed in the progress of the lessons. With the younger pupils in the Junior High School, these grammatical facts and principles should be presented inductively. In teaching modes, tenses, cases, numbers, persons, and adjective, adverbial, conjunctive and prepositional relations, it is well to employ the movements which are definitely associated with these grammatical phases, thus forming a background of motor experience.

Methods.

There are a number of methods now in vogue, but those which are most commonly used are 1) the Grammar-Translation Method, 2) Modifications of the Natural Method, and 3) the Eclectic Method. The latter method combines features of both the other methods, although it leans more to the Natural Method than to the Grammar Method.

In the Natural Method, the grammar is taught as it is needed in the progress of the lessons, and the English equivalent of objects or words is omitted in the association-complex. The Grammar method stresses the grammatical system of the language, presenting it as a separate body, and relies on the acquirement of the necessary language habits through the application of these rules in exercises. The Natural Method aims to secure a direct association of the foreign word and idea without the help of the vernacular, and aims at the reading and understanding of the foreign sentence without translation into the mother tongue. The Grammar-Translation Method works for translation rather than reading.

There is however a confusion of terms in designating these different methods. The name "direct" method is too often given to methods shading from the Inductive-grammar method to the pure Natural Method.

A method very much in vogue is the modified "Natural Method," often called the "Direct Method," which ranges between the extremes of the natural and the grammar-translation method. Like the natural method it is based on the use of the foreign tongue as a medium of instruction. It uses objects and pictures extensively as stimuli, but it does not exclude the necessary grammar instruction nor the occasional use of the vernacular. In this method nothing is read until it is taken up orally first and thoroughly explained.

*The Direct Method teaches the language, not merely about the language. The aim of this reform method is to "develop reading ability by means of oral facility." It insists upon good pronunciation, it vitalizes and vivifies the teaching by providing ample opportunity for oral work, it gives to the pupils a vast possession of usable grammatical facts, and through a study of some of the literature which gives an insight into the customs and feelings of the people whose language is being studied, it guides the pupils into a sympathetic view and appreciation of these foreign neighbors. It creates great interest and approximates the natural setting of the language. The situations are arranged so that the pupils may feel the need for more knowledge of the language, and in obtaining this knowledge, the functional value of the language is realized.

*The Project Method of Teaching-John Alford Stevenson.

*Another modification of the natural method is the Psychological or Modified Gouin system. This is one of the best of the direct systems, since it provides a clear and definite body of material for the teacher to use. It is called the "Gouin Series Method." It consists of sets or series of related conversational exercises, "carefully graded and organized so as to systematically develop the student's vocabulary, power of expression, and grammatical mastery of the language." Each lesson unit consists of a series of from about fifteen to twenty-five sentences which describe or relate a connected series of events.

The Gouin method was invented by François Gouin. It consists of a series system in which conversations or lessons are involved in a unified theme, such as "I open the door,". Each lesson consists of a series of sentences, each sentence telling of an action. Gouin based this system on his observation of children in their talk. In employing this method the teacher uses the following procedure: "She speaks a sentence slowly laying emphasis on the verb. The class repeats the same. When a paragraph is finished, it is repeated by several members of the class in turn, and then by the entire class. The next day the lesson is reproduced orally, each student giving one sentence, and the greater part of the hour is devoted to teaching the new lesson. At home the student rewrites the lesson in another tense, person, number, etc."

An example of a Gouin series:

"I Go Out."

I walk to the door.

I stretch out my arm.
I take hold of the knob.
I turn the knob.

*Methods of Teaching in High Schools-Samuel C. Parker

I open the door.
I let go of the knob.
I walk out.

I turn around.
I stretch out my arm.
I take hold of the knob.
I pull the door.
I shut the door.

This series of sentences is presented orally, each sentence being accompanied by the corresponding action. Gestures are also used to explain the meaning of new words, such as "I", "you" "door". The first aim is to impress upon the minds of the students the series of events, actions, or pictures represented in the four groups of sentences above. Then the series of actions is repeated a few times with the corresponding sentences so that the pupils may fix them in their minds.

The teacher then calls upon one pupil to stand before the class and go through the actions while he gives the appropriate verbs. Another pupil may go through the actions and repeat the corresponding sentences. Various modifications of this procedure may be used.

* "The Gouin method also includes series of sentences to be used in the ordinary routine of class work, as: pay attention; say the sentence; repeat the sentence; go ahead; good; very good; I am very well pleased; is that enough?; No, not yet; Yes, thank you; have you understood everything?

Then opportunities are given so that pupils will be required to use these sentences. One pupil calls on another and says, "Give the next sentence." After the sentence is given, another pupil may say, "Very good" or "I congratulate you" or "How well you repeat it." Each of these pupils is

*Methods of Teaching in High Schools-Samuel C. Parker

made responsible during a portion of the period for contributing some specific sentence to the conversation.

After the teacher has taught a given series, printed sheets of the lesson are distributed to the class. Each pupil copies the sheet at home into a blank book, studies it and returns it the next day, when he is supposed to be able to recite it completely. Such a procedure usually necessitates the mimeographing or printing of the sets of lessons that are to be used in a given school."

A teacher who employs the direct method must be energetic and alert. She must be an active demonstrator of the various meanings, which means that during much of the instruction she will be on her feet, using every possible device, such as actions, objects, drawing on the blackboard, and so forth in order to make the meanings absolutely clear. All the conversation connected with the lessons should be definitely planned in advance in order that the greatest good may be derived from the colloquial exercises. A living language ought to be learned in such a manner that it remains a living language for the learner, and this necessitates a carefully-planned series of related sentences.

The pupils should have a blank book in which they may write each new expression that the teacher may happen to use, together with the answers or remarks drawn forth by the teacher's observations, and place against it a good translation. To save time, and to be sure that the pupil writes these new expressions correctly in the notebook, these expressions should first be written on the blackboard.

Examples:

French	English
Comment allez-vous?	How do you do?
Très bien, merci.	Pretty well, thank you.
Prenez la peine de vous asseoir.	Please take a seat.
Commençons.	Let us begin.
Lisez cela, s'il vous plaît.	Read that please.
Très volontiers, avec plaisir	Very willingly, with pleasure.
Prononcez cela, traduisez cela.	Pronounce that, translate that.
Veuillez lire à haute voix.	Please read out loud.
Lisez une phrase.	Read a sentence.
N'ayez pas peur de faire des fautes.	Don't be afraid of making mistakes.
La leçon est finie (terminée).	The lesson is over.

The following indicates different proceedings and the order in which they may be followed in teaching a short anecdote, fable or story. At first, it should be read and thoroughly understood by the pupil. The teacher asks questions without deviating much from the subject matter, so that the pupil may answer fluently by employing the words contained in the story. For example:

One day Mary went into the woods with her brother.

Teacher-Who went into the woods?

Pupil- Mary went into the woods.

T. Where did Mary go?

P. She went into the woods.

T. When did she go into the woods?

P. She went into the woods one day.

T. With whom did she go?

P. She went with her brother, etc.

The children could also learn some popular English story in French, which would play an important part in motivating the lesson. It is necessary to stimulate the pupils to do the greater part of the talking if the work in conversation is to be successful. The teacher talks as much as is necessary to make clear what she wants done, then sees that the class does more talking than she does. As was stated above, it is necessary for the beginning classes to be small in order that the necessary opportunities for such responses on the part of students may be provided.

*The eclectic method. This method draws from both of the older methods. It takes into consideration the conditions of maturity, natural ability, and previous schooling of the particular class of pupils. "It aims to draw from all sources, the ways and means of conforming to and promoting in the most direct and effective manner the learning process outlined in the preceding pages." The following are some of its outstanding features:

1. English is used in the classroom as little as possible and only when the presentation of ideas cannot be made clear in the foreign tongue because of the limited attainments of the pupils.

2. The direct association of the idea and the foreign word is stimulated as far as possible in reading and composition work. Pupils are permitted to translate to and from English only when they are unable to make the direct association or to understand certain constructions.

3. Conversation is emphasized and every device is employed to stimulate a desire for much conversation in the foreign tongue.

*Millis, Wm. A. "Teaching of High School Subjects"

Grammar Method. This method has largely fallen into discredit. It neglects two of the most important phases of foreign language study: 1) the principle of broadening the mind through contact with the life and ideas of different peoples and countries; 2) the principle of motivating the subject matter. It does not aim to make things interesting by relating the material to the child's present experience, powers and needs. Pure grammar usually does not inspire interest in pupils of high school age, and with the absence of real pleasure which usually accompanies interest, there is apt to be very little desire stimulated for further growth and desire for more knowledge of the subject. In short, the Grammar method does not take into consideration the laws of learning, but rather adheres to the old idea of teaching subject matter by a logical series rather than by a psychological approach to the brain.

The Pure Natural Method. * This is a reaction against the former methods. It is a principle of an impulse rather than a plan, and depends upon the personality of the instructor. It consists of a series of monologues by the teacher, interspersed with exchanges of questions and answers between instructor and pupil, all in the foreign language; almost the only evidence of system is the arrangement in a general way of the easier discourses and dialogues at the beginning and the harder at the end. A great deal of pantomime accompanies the talk with the aid of gesticulation,

* Report of the Committee of Twelve- U. S. Bureau of Ed. 1897-98

and by attentive listening, much repetition, the beginner associates certain acts and objects with certain combinations of sound, and reproduces foreign words or phrases. The mother tongue is strictly banished and the study of grammar is reserved for a still later period.

The Psychological Method. This is another modified Natural Method and is sometimes called the Gouin Series Method. It was invented by Gouin and rests on the principle of the association of ideas and the habit of mental visualization. The vocabulary of the language is arranged in the form of short idiomatic sentences, and divided into groups consisting of phrases connected in subject matter. *"Gouin's idea that language can best be taught in series is psychologically and pedagogically correct." The material arranged in a natural series is easier to remember than in any other arrangement. When a class can reproduce a series orally and in writing without verbally memorizing it, they have learned so much vocabulary. This method also does away with much talk in the mother tongue.

Pronunciation. Special stress should be laid on the teaching of pronunciation. A correct pronunciation is possible with practically all students; it requires, however, constant vigilance on the part of the teacher to prevent the student from transferring to the French word the English vowel sound, rhythm and intonation. If at all times teachers insist upon correct pronunciation, if they stop the student at every mistake, and, instead of prompting, require him to reason out the French sound, (usually by studying the

*School Review, March 1912, page 170-175--Chas. Handschin

pronunciation chart on the blackboard) it is pretty certain that favorable results will be secured.

*The pupils must be taught how to pronounce the French sounds during the first lessons. These should be explained thoroughly, illustrated by the teacher and repeated by the pupils. Words containing different combinations of letters which represent one sound should be grouped on the blackboard and kept before the eyes of the pupils. Charts which illustrate these phonetic sounds are to be used at this stage, and should form part of the equipment used in every class of elementary French.

*In order to keep the work motivated, it is well to add variety and interest to the work in pronunciation during these first lessons by teaching sentences of greeting and of farewell, and the words, "madame, monsieur, mademoiselle, the lower numbers up to about thirty, the days of the week and the months of the year." This will enable the children to take away with them from the classroom something more interesting than mere sounds.

"**The steps in teaching pronunciation are: 1) careful model pronunciation and enunciation by the teacher, 2) reproduction by the pupils of the sound or sounds heard, 3) the visual presentation of the words in writing, and 4) drill, regular and unceasing, upon words and breath groups."

It is essential that the pupils form correct pronunciation habits in the initial stages of learning, and in

*Mass. Dept. of Education, Bulletin Number 9.
**Spanish in the High Schools-Lawrence A. Wilkins.

order to accomplish this, the teacher must insist from the very beginning on the correct pronunciation of words in French. If attention is not given to this important phase of language teaching at first, improper pronunciation will soon become a habit, and it will be very difficult to break these poor habits and to substitute correct ones in their places.

Vocabulary. The teaching of vocabulary should be objective. The names of the objects of the classroom should be taught first, since these are the closest at hand. After the object has been shown to the class, the teacher pronounces the name slowly and distinctly several times, then calls upon the class to repeat the word. If corrections are needed, the teacher pronounces the name of the object again, and keeps the object still in view. Then the class will again repeat the name. The next step is to call upon individual members of the class to repeat the name of the object in answer to the question, "Qu'est-ce que c'est?" Answer, "C'est le livre, etc."

After the class has become familiar with the French name of the object, the word is written on the blackboard, and the pupils copy the new word in their blank books. The teacher then may point to a word on the board, call on some pupil to repeat the word, and then point to the object. Thus a direct association is formed between the idea of the object and the French symbol.

Sentence Building. As soon as the pupils have acquired some vocabulary, the teacher will begin to employ the new

words in short simple French sentences in the form of questions and answers. She should also teach the class the meanings of the common classroom expressions in French, and then use them instead of the English equivalents.

*At this stage of sentence building, the present indicative of the verbs "être" and "avoir" should be learned in all the persons, except possibly the second person singular. These verbs should be taught carefully during the first three months. As the class progresses, the verbs most useful in the classroom should be taught, such as "montrer, donner, parler, marcher, penser, regarder, and later, voir, aller, venir, écrire, faire lire, mettre, prendre, and one or two others which are useful in giving orders and directions."

Reading. In preparing a new lesson in reading, the teacher should first read the passages aloud, then call on the class to repeat after her the words, clauses or sentences. Each new word must be explained while the lesson is being prepared for the following day, thus eliminating any need of formal translation. In the Junior High School, especially in the seventh and eighth grades in which no formal grammar is to be taught, all new grammatical constructions that appear in the material being read should be explained inductively to the class. Only the grammar that the pupils see an immediate need for is studied at this time.

*The teacher begins the course in reading by asking the simplest questions in French, and the pupils are required

*Mass. Department of Education Bulletin No. 9, 1927
**Methods of Teaching Modern Languages-Handschin

to answer in the foreign language, with the books open before them. After the lesson has been gone over and discussed by means of questions and answers by pupils and teacher, the pupils are then required to answer these same questions or others pertaining to the same lesson, with the books closed. Questions should always be answered in complete sentences, and special attention should be paid to the correct verb form.

Dramatizations may be used in the review of the reading lessons. The students represent the characters of the selection, and the contents are reproduced in dramatic form. It is found that children take great delight in preparing for presentation before the class little plays based on their reading.

*Short stories or modern writings have a greater appeal to pupils of high school age than do the classics. Interest in the reading is maintained if these stories contain vigorous actions and deal dramatically with the life of the people whose language is being studied. It is the human element of the story that interests and holds the attention of the youth. If the vocabulary in the selections is practical from the standpoint of the pupils' needs, in that it consists of words that the pupils may use again and again, this will also stimulate more interest as well as make for an increased working-vocabulary. The content of the reading material should also be such as to foster the desirable social attitudes and cultural values named above.

*Reading should be begun early in the course in order that the pupils may feel that they are progressing

*Methods with Adolescents-Ralph W. Pringle

in the language rather than merely learning words, sounds and unrelated constructions and forms. The first step for the beginner is to grasp the thought contained in the foreign sentences, without resorting to literal translation. The second step is to express the thought in clear idiomatic English. The words and word groups should, wherever possible, be taught orally, using the direct means, and as the pupils progress, they should be encouraged to get the meaning of the foreign sentence in its setting without thinking of its equivalent English sentence. "The real test of success in teaching is the pupils' growing power to understand and read the foreign language, and not the amount they have covered in a given time. Adolescence does not demand that certain numbers of pages of French be read each semester, but that some interesting language problems be solved, some conscious increase in power be gained, giving a feeling of real progress that can be measured in terms of human products rather than in terms of the languages mastered."

Grammar. No attempt should be made to teach formal grammar in the first year of the Junior High School. All the grammar taught in the first year should be inductive. Attention should be centered upon the simpler phases of the inflection of articles, nouns, adjectives, and personal pronouns used as subject or as object. There should be much drill on verbs which form the backbone of the language. The tenses of the verbs studied should be conjugated in

complete sentences rather than as isolated verb forms. These sentences should be real live ones which will help to motivate the study of these verbs.

An example in the teaching of the rule for the position of adjectives--the rule is developed inductively:

The teacher has written a number of sentences on the board. She tells the class to read over these sentences to themselves, and then she calls on volunteers for pronunciation and translation. She then asks the class what words or parts of speech that they have not studied before are used in these French sentences. When the correct answer has been given, the next step is to call on different pupils to name the adjectives in each sentence while the teacher underlines them. She asks the class what they have learned from the sentences on the board. Then she asks the class to make a good rule about the adjectives, and volunteers are given opportunity to state the rule that they have formulated. The rule containing the best grammar as well as the correct wording is chosen, and the children write this rule in their blankbooks. The teacher also writes the rule on the board.

Rule

Les Adjectifs (m)

1. In general adjectives follow the noun.
2. Adjectives <u>always</u> follow the noun
   a. when they describe color.
   b. When they tell nationality. (Members of the class are called upon to read the sentences that prove this rule.)

3. When the adjective is longer than the noun.

Dictation. *The work in dictation should begin very early in the course. The copying of French sentences and the dictation of short, simple sentences made up of familiar words and expressions may be used. One of the most useful exercises for the beginner is to write connected French prose, as this adds to the interest of the pupil and forms material for oral practice. The dictation should be taken from material already studied. When the dictation is finished the teacher will write the material on the board, while the pupils may correct their work. The following device is also effective: the entire class is sent to the board to write short dictations. The pupils change places and correct each other's work. Gradually, the teacher may introduce entirely new words into the material. It is well for the teacher to read the passages over once before permitting the pupils to write.

Tests. Tests in French should occur frequently, at least twice each week especially with younger classes. These tests should be based upon the work actually covered in the classroom. The papers should always be returned to the pupils with corrections carefully noted so that the papers may be rewritten correctly and passed in again to the teacher or kept in the notebook. The formal semester examinations may be omitted in the Junior High School but may have a place in the Senior High School in order to compel the learner to carry in mind for long periods, the details of the subject. Examinations also teach students to organize large amounts of material so as to make them

*Spanish in the High Schools-Lawrence A. Wilkins.

readily available for use.

Summary.

There are many reasons given for the justification of the teaching of modern foreign languages in secondary schools. The commercial and preparatory values however are not considered as being of as great importance as the cultural and social values. The teaching of a modern foreign language should develop a broadening of sympathies, and a toleration of the views and peculiarities of foreign neighbors. It should also increase one's abilities in the vernacular as well as aid in the formation of good habits of thinking. The best course of study for the secondary school will always furnish instruction in at least one modern foreign language.

The best time in which to begin the study of a foreign language is during the adolescent years, a time when that language may more certainly be made a part of the pupil's mental habit and life.

The best method to employ in the teaching of French is one that appeals to all the senses, and that utilizes the many procedures and devices necessary to develop a ready and accurate facility of ear, tongue and eye, and an interest that will foster progress not only in the present, but in the future use of the foreign language. This method is called the Eclectic Method. It chooses the best from each of the various methods used in teaching foreign languages. It reduces to a minimum the amount of English used in the classroom, and it emphasises conversation, since the ear and the tongue should be trained more than the eye, especially for

beginning classes.

A successful teacher of French is one who realizes that language is a habit rather than a fact subject, and that to teach French effectively every appeal must be made to all the learning processes in a psychological rather than a logical manner. She will also analyze the strong and weak points of herself and her pupils, and also the local conditions, and will then evolve an eclectic or selective method that will function best under the existing circumstances.

Small classes are necessary in elementary work in a foreign language if the pupils are to receive the required amount of drill and opportunity for oral practice and expression. Twenty-five pupils are the ideal number for a foreign language class, although some authorities set twenty as the maximum number that should be assigned to any modern language teacher.

The supervised study or directed study plan is an important time saver for the student in the processes of learning. Not only can the teacher correct and straighten out difficulties that arise in the minds of pupils while they are preparing their assignment, but she is better able to adapt the work to suit the individual needs of all. Thus, both the less able and the brighter pupils can receive attention which will take into consideration their individual differences.

It is claimed that the primary objective in teaching a modern foreign language is to develop in the pupils facility in the use of the language studied. The five elements

of ability involved in the acquirement of this facility are:

1. Hearing in the language.
2. Thinking in the Language.
3. Speaking the language.
4. Reading it.
5. Writing it.

That is, the aim in teaching a foreign language is to make it colloquial, and the practical, cultural and disciplinary values will be realized in accomplishing this aim. If a foreign language is not taught for this purpose, there does not seem to be any worthwhile reason for teaching it at all.

The three steps involved in the learning process of any language are:

1. Learning the vocabulary.
2. Learning to form words into sentences.
3. Acquiring the abilities necessary for conversation in that tongue.

Learning a word consists in fixing in the memory an association complex consisting of:

1. The Idea.
2. The Heard word.
3. The Spoken word.
4. The Seen word.
5. The Written word.

Extensive drill and repetition must be employed, and it is for this reason that interest and enthusiasm should accompany this process.

Of the many methods now in use, the most common are:

1. The Grammar-Translation.
2. Modifications of the Natural.
3. The Eclectic Method.

The Grammar-Translation Method works for translation rather than reading, and stresses the grammatical system of the language. The Direct Method, one of the modifications of the Natural Method, aims to teach the modern language by imitation without much use of the mother tongue. Only one association is needed in this method as contrasted with an indirect method which requires two. The following six principles of the direct method teaching have been agreed upon by many:

1. Great care in teaching pronunciation, especially in the first weeks and months.
2. The oral treatment of texts, before they are presented to the eye.
3. The inductive teaching of grammar.
4. The basing of written work on matter which has been thoroughly assimilated by hearing and speaking it.
5. The reduction of translation to a minimum and barring it from elementary instruction.
6. The use of realia.

Another modification of the Natural Method is the Psychological or Gouin Method which forms an interesting preliminary to the Direct Method. It seeks to adapt instruction to the known workings of the human mind. In the Report of the Committee of Twelve, the following advantages are given for the Gouin Method: "It trains the memory; it fascinates the student and holds his attention more closely than any other mode of teaching now in vogue; it gives the pupil in a reasonably short time a ready command over a

large well-arranged and well-digested vocabulary; it affords through some of its conversational groups an insight into the life of a foreign country."

The Eclectic Method draws features from both of the older methods. English is used in the classroom as little as possible; the direct association of the idea and the foreign word is stimulated as far as possible; and conversation is emphasized. This method appeals constantly to all the senses involved in learning a language and utilizes a variety of procedures and devices in teaching. It takes good things from all the methods, and aims to effect that thorough mental discipline which the study of a foreign language offers, and also to develop progress in the present and future use of the language studied.

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